

Voces por el mundo 1 Pacing Guide

Welcome to *Voces por el mundo 1*!

Voces por el mundo 1 is your students' first exposure to the exciting experience of learning a second language! Through thematic vocabulary lists, objective-oriented activities, native speaker examples, and engaging authentic materials, students will learn the basic vocabulary they need to interact with people in their new language. Lively photos, cultural notes, travel blogs, and comprehensible authentic resources will take your students on a virtual tour of the places, people, and practices of the Spanish-speaking world.

What's in a chapter?

Voces por el mundo 1 has a wide range of grammatical, interpersonal, cultural, and kinesthetic components to keep your students actively engaged as they learn about the Spanish language and Hispanic cultures. Here's what you will find in *Voces por el mundo 1*, with some ideas for how to use each component:

Introducción a... This section introduces the country of focus for the chapter. Before diving in, explore the images with your class and ask questions about what they think they will learn about this country. Continue with the country flag, basic facts, and map. To finish, have students complete the *Encuesta* at the end and compare answers. This page sets the stage for exploring the cultural content woven throughout the rest of the chapter.

Vocabulary and Grammar pages These sections are the "heart" of the chapter. While they will be the primary focus of the first day of instruction, you will want to spend some time over the first few days reviewing these concepts with your students. You may even wish to break this content into smaller, more manageable chunks that correspond to each day's learning objective and present each subset one day at a time.

Videos y presentaciones This section begins with a 2- to 4-minute video featuring a discussion between Pamela and Juan to demonstrate the chapter vocabulary in context. To follow up, you'll find one or two slideshows to further demonstrate the key vocabulary or grammar concepts of the chapter. You might use these as review before assigning the *Pruebas* or chapter *Examen*.

Actividades This section allows students to practice the language learned in the two previous sections. Assign as homework or complete together in class!

Materiales auténticos Each chapter includes several authentic resources to help your students see the interplay between language and culture. Each resource relates back to the vocabulary and grammar themes of the chapter. From commercials to infographics to narrated videos and even television shows, the *Materiales auténticos* are sure to help your students appreciate the real-world applications of their learning.

Viajamos por... This section encourages students to imagine themselves as a tourist in each country. Here you will find maps, videos, panoramas, and travel blogs that will transport your students to the different countries.

Exploración cultural Each chapter includes additional readings, infographics, and videos that explore different cultural points that might not be covered elsewhere in the chapter. This section celebrates what makes each Spanish-speaking culture unique.

Entrevistas Interviews by Mariel and Luis, two native Spanish speakers, are included in each chapter. Students will get to know each person as they move through the chapters. These videos are followed up by a speaking activity that gets students answering the same questions answered by the interviewees.

Historias These stories, written by both teachers of Spanish and native speakers, are yet another effective way for students to explore the language in context. Included are pre-reading activities to prepare students for new vocabulary, and post-reading activities to assess comprehension of the stories. There are so many ways to get students involved in the storytelling process: try asking students to take turns reading it aloud, act out the story, draw cartoon strips of story events, write their own alternative ending, and more!

¡Vamos a charlar! Each chapter comes with three or more discussion prompts to get your students conversing in the target language. Pairs of classmates will be able to record and submit conversations on a variety of topics.

Lecturas These embedded readings include three versions of the same story that increase in difficulty. Read these as a class to learn about significant historical and cultural figures from the target countries.

Actividades cinestésicas Get your students up and moving with a selection of different games. Use these as a brain break or for a special occasion in your classroom.

Pruebas Here you will find a short quiz for each of the vocabulary and grammar pages at the start of the chapter.

Capítulo Examen This two-part test allows you to assess students' progress in the target vocabulary and grammar topics of the chapter.

Integrated Performance Assessment In addition to the more traditional *Examen*, we have included this assessment that tests your students in three modes of communication under one scenario. This form of assessment allows students to practice using the language in a real-world context.

Game Center Located in the top toolbar, the Game Center gives your students opportunities to review chapter vocabulary through play. Students can choose to play alone or with a

partner in games such as Match, Round Up, and Flash Card Challenge, or you can engage the whole class in a spirited Blooket game.

Pacing Your Course

Below, you will find one option for pacing the material in *Capítulo 1* in *Voces por el mundo 1*. This same pacing could be applied to later chapters and is meant to be an example of what a teacher *could* do; not an example of what a teacher *should* do.

Timing for these tasks is approximate. Remember that if you are talking with your students—about a story, a culture, or their personal lives—and your students are engaged and having fun or finding what you’re saying interesting, then keep going! Don’t let a schedule stop you.

Also keep in mind that *Voces por el mundo 1* can be customized and edited to suit your and your students’ needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email info@vocesdigital.com.

1 Unit = ~3 weeks, 50-minute classes, 5 days a week

Week 1			
Monday			
Minute	Section	Details	Device
10	Can-Do Pre-Assessment	Introduce Can-Do goals for the chapter and ask students to self-assess their language skills.	Students log in and go to the page.
10	<i>Introducción a México</i>	Project the photos for your class to see and then ask questions like: <i>¿Qué cosas ves representadas en estas fotos?</i> <i>¿Ves algo familiar en estas fotos? ¿Qué? ¿Qué tienen de familiar?</i> On the first day of class, you might decide to pose these questions in English.	Project for class.
15	<i>Introducción a México</i>	Take a look at the <i>Información del país</i> section with your students and ask these questions: What information here surprises you? How does this information compare with facts about the United States? How does it compare to other countries you've studied in other classes?	Project for class.
15	<i>Introducción a México</i>	Next, have students fill out the written questions and <i>Encuesta</i> at the end of the page. When they've finished, take a look at the pie chart and discuss the answers of the class.	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
10	<i>Abecedario</i>	You might choose to introduce the alphabet by singing your preferred version of the alphabet song or listening to the audio recordings at the top of the page. Ask students to sing along or repeat after the recordings.	Project for class.
5	<i>Abecedario</i> The Spanish Consonants	Read through this section with your students, asking them to repeat out loud each example and consonant. Ask if they can think of any other words in Spanish that use these sounds.	Project for class.
5	<i>Abecedario</i> The Spanish Vowels	Read through this section with your students, asking them to repeat out loud each example and vowel. Ask if they can think of any other words in Spanish that use these sounds.	Project for class.
5	Class practice	As you spell words aloud in Spanish, have students listen and write down the letters and words you're saying. Check for accuracy after each word. Repeat this process several times until more students are gaining confidence and are ready to try spelling to a partner in the next activity.	Paper/pencil

5	Partner practice	Have students practice with a partner! Students should spell out loud in Spanish their name, favorite color, favorite animal, and any other simple concepts that you suggest. As one student spells aloud, the partner should listen carefully and write the letters down, having the speaking partner check for accuracy. Then switch roles.	Paper/pencil
5	<i>Abecedario</i>	Ask students to complete the recording activity at the bottom of the page.	Students log in and go to the page.
15	<i>Actividades 1, 2 y 3</i>	Have students complete <i>Actividades 1–3</i> and then go over the activities as a class. You might decide to assign <i>Actividades 4–6</i> as homework.	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can greet someone.	
10	<i>Abecedario</i>	Review yesterday’s concepts: Sing the alphabet song as a class. Pronounce each letter in random order and have students tell you which letter you say. Practice spelling some words like you did yesterday.	Project for class. Pencil/paper
10	<i>Saludos</i>	Introduce the different greetings and vocabulary words to your students. Listen to the audio recordings and repeat aloud. In pairs, have students practice using the greetings in different situations: Walking into class in the morning, meeting someone for the first time, saying goodbye to a friend after school, and more!	Project for class.
5	<i>Saludos Ejemplos</i>	Listen to the two <i>Ejemplos</i> with your class. You might have them read along or listen to the audio without the transcript. You could point out letter sounds to reinforce the alphabet again.	Project for class.
5	<i>Saludos</i>	Ask students to complete the short answer questions at the bottom of the page.	Students log in and go to the page.
20	<i>Actividades 7, 8, 9 y 10</i>	Have students complete <i>Actividades 7–10</i> and then go over the activities as a class. Students may need to finish this as homework.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess,	Print out Exit

		and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Ticket beforehand.
Thursday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can communicate basic information about myself.	
10	<i>Videos y presentaciones</i> Video: Saludos	To introduce the video vocabulary, have students fill out the pre-reading activity. You might also play a short vocabulary game: Write the vocabulary words on the board and split the class into two teams. Equip two students with fly swatters and allow them to take turns swatting the correct vocabulary word as you call them out in English or in Spanish. The team with the most points wins.	Students log in and go to the page.
10	<i>Videos y presentaciones</i> Video: Saludos	Watch the video with your class twice. The first time, watch without captions and ask students questions about the conversation. For the second viewing, turn on the captions.	Project for class.
10	<i>Videos y presentaciones</i> Video: Saludos	Have students complete the post-reading questions and then go over the activities as a class.	Students log in and go to the page.
20	<i>Actividades</i> Actividades 11, 12 y 13	Have students complete <i>Actividades</i> 11–13 and then go over the activities as a class. Students may need to finish this as homework.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-asses, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can understand some words and recognize letters in a video. I can understand a simple greeting and respond appropriately.	Project for class.
10	<i>Abecedario</i>	Before beginning the <i>Materiales auténticos</i> , start with a review of the alphabet song. Ask students to spell out loud a few of the Spanish words they have learned this week. To transition to the next activity, ask students whether they have ever participated in a spelling bee.	Project for class.

5	<i>Materiales auténticos</i> Concurso de deletreo	Play the video. You might choose to slow down the video or display captions to aid with comprehension.	Project for class.
5	<i>Materiales auténticos</i> Concurso de deletreo	As a class, complete questions 1–6.	Students log in and go to the page.
5	<i>Materiales auténticos</i> Concurso de deletreo	Students complete the recording activity on their own.	Students log in and go to the page.
10	<i>Saludos</i>	Review yesterday’s greetings vocabulary: Say various words or phrases aloud and have students act them out (Wave for <i>hola</i> , hand shake for <i>mucho gusto</i>) Say various words or phrases aloud and have students respond appropriately (You say <i>¿Cómo estás?</i> and they say <i>bien gracias</i>) Practice a simple conversation as a class. Have students meet and greet their classmates in Spanish.	Project for class
15	<i>Actividades</i> Actividades 14, 15, 16 y 17	Have students complete <i>Actividades</i> 14–17 and then go over the activities as a class. Students may need to finish this as homework.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Week 2			
Monday			
Minute	Section	Details	Device
10	<i>Los números del 0 al 30</i>	Go through the numbers zero to thirty aloud with your students. After counting to thirty by ones, try counting by twos or fives. Then say a number and have students show you that number on their hands. Listen to the <i>ejemplo</i> and discuss with your students what they think it means. Then, have them answer the questions on the bottom of the page.	Project for class
10	Partner practice	First as a class, then in pairs, have students practice greetings, numbers, and the alphabet in short conversations where they greet each other and introduce themselves, spell their first and last names, and share their phone numbers. Have students do this with several different partners to	

		get more practice.	
15	<i>Actividades</i> Actividades 18, 19, 20 y 21	Have students complete <i>Actividades</i> 18–21. You may choose to assign further activities as homework.	Students log in and go to the page.
20	<i>¡Vamos a charlar!</i>	Have students complete Interpersonal #1–3	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can understand a spoken phone number.	
10	<i>Videos y presentaciones</i> Presentación: Los números	Review numbers by displaying the presentation for your students. With each picture, ask «¿Cuántos ___ hay en esta foto?» For the first few slides, you could give several possible answers in Spanish to help guide them to what you’re looking for and then take the options away as you continue. After going through all the slides, you could continue this process with various items around the classroom, using cognates when possible (<i>papel, computadora, marcador, teléfono, etc.</i>).	Project for the class
10	<i>Actividades</i> Actividades 22, 23, 24 y 25	Have students complete <i>Actividades</i> 22–25, then go over some of the answers as a class.	Students log in and go to the page.
15	<i>Palabras cognadas</i>	Have students read through the page with a partner and answer the questions. As students are finishing, hold a class discussion about what they read. What other cognates can they think of? If they struggle to come up with more, write a few more on the board and see if they can figure out their meanings. Additionally, review the Spanish vowel sounds with your class and have them pronounce each of the cognates aloud.	Students log in and go to the page.
10	<i>Entrevistas</i> Mariel	Play Mariel’s interview for the class, then have students briefly discuss what they understood. Then, have students rewatch the video on their own and answer the questions.	Students log in and go to the page.
10	<i>Viajamos por</i> México	Take a look at the map together with your students. Point out some of the cities, asking them how to pronounce them based on what they’ve learned so	Project for the class

		far about Spanish sounds. Use numbers to count the cities shown on the map. Then, discuss questions 1–5 as a class.	
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can recognize numbers and words in a commercial.	
5	<i>Materiales auténticos</i> Anuncio de un sándwich	Play the video. You might choose to slow down the video or display captions to aid with comprehension.	Project for class.
5	<i>Materiales auténticos</i> Anuncio de un sándwich	As a class, complete questions 1–5.	Students log in and go to the page.
15	<i>Viajamos por México</i> Tres pueblos mágicos	Briefly review the map of Mexico from yesterday and tell students that they’ll be learning about a few places in Mexico. Then, play the video, pausing it occasionally to ask students simple questions about what they’re seeing.	Project for class.
5	<i>Viajamos por México</i> Tres pueblos mágicos	Have students answer the questions below the video.	Students log in and go to the page.
20	<i>Entrevistas</i> Luis ¿Y tú?	Have students listen to Luis’ interview and answer the questions, then record their own interview.	Students log in and go to the page.
-	Exit Ticket		
Thursday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture.	
5	<i>Viajamos por México</i> El Mapa	Review the map of Mexico with your students. Point out some of the cities, discuss the climate throughout Mexico, and review what they learned yesterday.	Project for class.

10	<i>Viajamos por México</i> La Ciudad de México	Hold a discussion with students—what is the capital where you live? What is it like? Has anyone ever been there? What did they see/do there? Have students answer the <i>Antes de ver el video</i> question.	Students log in and go to the page.
15	<i>Viajamos por México</i> La Ciudad de México	Show the video. You may wish to pause the video and discuss throughout. Otherwise, afterwards, ask students some questions about what they saw. Then, have students answer the questions on their own pages.	Project for class. Students log in and go to the page.
20	<i>Viajamos por México</i> Panorama: Taxco	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, provide them—writing them on the board as they come up. Make sure you are exploring the panorama with the class, pointing out things in the picture and then talking about it.	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can read about a Mexican cultural figure.	
30	<i>Lecturas</i> La vida de Frida Kahlo	Ask students if they have heard of Frida Kahlo. What do they know about her? You could take the discussion into other artists they are familiar with if you’d like. Work through <i>Versión A</i> as a class, asking students what they understand as they go. Remind your class about cognates as they read and show them how the hover translations work. Answer questions 1–5 together. Then, move on to <i>Versión B</i> and <i>C</i> as a class. Some of your students may not be ready to work through the final version, so you might decide to come back to this page near the end of the chapter to measure their progress.	Project for class.
20	<i>Exploración cultural</i> Arte de México – Los murales de Diego Rivera	Tell students that they’ll be learning about another important artist from Mexico, this time in English. Have students work through the reading and questions on the page. With any leftover time, have students look up artwork by Frida Kahlo and Diego Rivera. You might ask them to pick a few favorite pieces or	Students log in and go to the page.

		even do a short writing on it.	
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Week 3			
Monday			
Minute	Section	Details	Device
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can understand some words and phrases in an infographic.	
10	<i>Exploración cultural</i> Receta: Guacamole	Hold a class discussion about guacamole—What do your students know about it? Who has had it? What do they think is in guacamole? Has anyone ever made it? Watch the video as a class, then have students complete the activities. You could bring ingredients in and make guacamole as a class or assign making it at home if you’d like.	Project for the class. Students log in and go to the page.
15	<i>Exploración cultural</i> La tortilla mexicana	Talk about tortillas as a class. Who has had them? Has anyone made them? What kind of tortillas (corn or flour) do they typically see and eat? What types of food do they eat with tortillas? Have students work through the page <i>La tortilla mexicana</i> in pairs—reading the information and discussing, then completing the questions within their own pages.	Students log in and go to the page.
25		Have students research other Mexican foods and compose a short presentation on them. You might have them choose a food (or assign each student one particular food) and create a slideshow including pictures of the food, a list of its ingredients, a recipe for making it, etc.	
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
20-50		Have students present yesterday’s food research—you might choose to have students present within small groups or have each student present to the class. If needed, you could give them more research time today before presenting.	

		Depending on how you choose to have students present, this could be a 20-minute process or it could take the entire hour.	
10-30	<i>Actividades cinestésicas</i>	Depending on how you chose to do presentations today, you may have extra time. If that is the case, review unit concepts with any of the <i>actividades cinestésicas</i> .	Students log in and go to page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day’s agenda. I can recognize cognates in an infographic. I can introduce myself and exchange information with someone.	
15	Integrated Performance Assessment	Explain the idea and context of this unit’s Integrated Performance Assessment. Tell your students how these types of assessments work and talk through the rubrics.	Project for class.
15	Integrated Performance Assessment: Interpretive Reading	Have students work through the interpretive reading task. Give them as much time as they need.	Students log in and go to page.
15	Integrated Performance Assessment: Interpersonal Speaking	Have students work through the interpersonal speaking task.	Students log in and go to page.
5	Voces Game Center	If they finish early, they should review with the games in the Voces Game Center.	Students log in and go to page.
Thursday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can introduce and give information about myself.	
20		Review as a class—this might be a game of Jeopardy, practice conversations, singing the alphabet, counting practice, etc.	
20	Integrated Performance Assessment:	Have students work through the presentational speaking task.	Students log in and go to page.

	Presentational Speaking		
5	Integrated Performance Assessment: Can-Do Self-Assessment	Have students work through the self-assessment.	Students log in and go to page.
-	Voces Game Center	If students finish early, they should review with the games in the Voces game center.	Students log in and go to page.
Friday			
5		Review as a class—this might be a game of Jeopardy, practice conversations, singing the alphabet and counting practice, etc.	
20	<i>Capítulo 1: Examen Parte 1: Evaluación integral</i>	Have students work through this section of the chapter test.	Students log in and go to page.
15	<i>Capítulo 1: Examen Parte 2: A escribir</i>	Have students complete the writing portion of the chapter test.	Students log in and go to page.
10	<i>Viajamos por México</i> 10 Best Ruins in Mexico You Must Visit	Have students work through this page. If they finish early, have them choose one of the locations to research further.	Students log in and go to page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.